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Iowa Regents Faculty Survey 2015: Scholarly Communication

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Itihaka S+R

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ITHAKA S+R

IOWA REGENTS FACULTY SURVEY 2015: SCHOLARLY COMMUNICATION

Roger C. Schonfeld
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November 18, 2015



ITHAKA S+R

Educational Transformation

Broaden access to higher education, improve student outcomes, and control costs

Libraries & Scholarly Communication

Effective and sustainable systems for the creation, discovery, dissemination, and preservation of scholarship

LIBRARIES & SCHOLARLY COMMUNICATION

Effective and sustainable systems for the creation, discovery, dissemination, and preservation of scholarship

Strengthening Services & Spaces

- The Ithaka S+R Faculty Survey and The Ithaka S+R Library Survey
- Surveys of student and faculty member practices and needs at individual universities
- Collaborative examinations of research practices and support needs by field
- Anthropological consulting to improve teaching, learning, and space planning

Research Agenda

- Discovery & Access
- Library organizational structures
- The changing monograph
- Staff diversity

S+R SURVEYS

PARTICIPANTS

United States – Universities

American University

Auburn University

Baylor University

California Polytechnic State University

Carnegie Mellon University

College of William & Mary

DePaul University

Duke University

Harvard University

Indiana University

Iowa State University

Louisiana State University

Marquette University

Mississippi State University

Montana State University

Princeton University

Rice University

Texas A&M University

Tulane University

University of California – Davis

University of California – Los Angeles

University of California – San Diego

University of California – Santa Cruz

University of Central Florida

University of Chicago

University of Dayton

University of Florida

University of Illinois Urbana-Champaign

University of Iowa

University of North Carolina – Chapel Hill

University of Pittsburgh

University of South Carolina

University of Southern California

University of Texas San Antonio

Virginia Commonwealth University

Washington University – St. Louis

PARTICIPANTS

Australia

Curtin University
University of Melbourne
University of New South Wales
University of Queensland
University of Sydney
University of Western
Australia

New Zealand

Auckland University of
Technology

Canada

McMaster University
Memorial University of
Newfoundland
Ryerson University
York University
University of Alberta
University of Guelph
Université de Montréal
University of New Brunswick
University of Ottawa
University of Windsor

Hong Kong

Chinese University
Lingnan University
University of Hong Kong
University of Science and
Technology

	Role of the library	Scholarly comms	Undergrad instruction	Student research skills	Discovery	Data mgmt / preservation
UNI	X	X	X	X	X	
Iowa State	X	X	X	X	X	X
University of Iowa	X	X	X			X

OBJECTIVE

- Focused on faculty practices and needs, not on the library
- To provide an evidence basis for service development and strategic planning
- Not evaluative

SURVEYS

- Provide broad view of a population in a structured way
- Ready comparison with similar populations
- Opportunity to track trends over time
- Not exploratory or open-ended

IMPACT OF ASSESSMENT

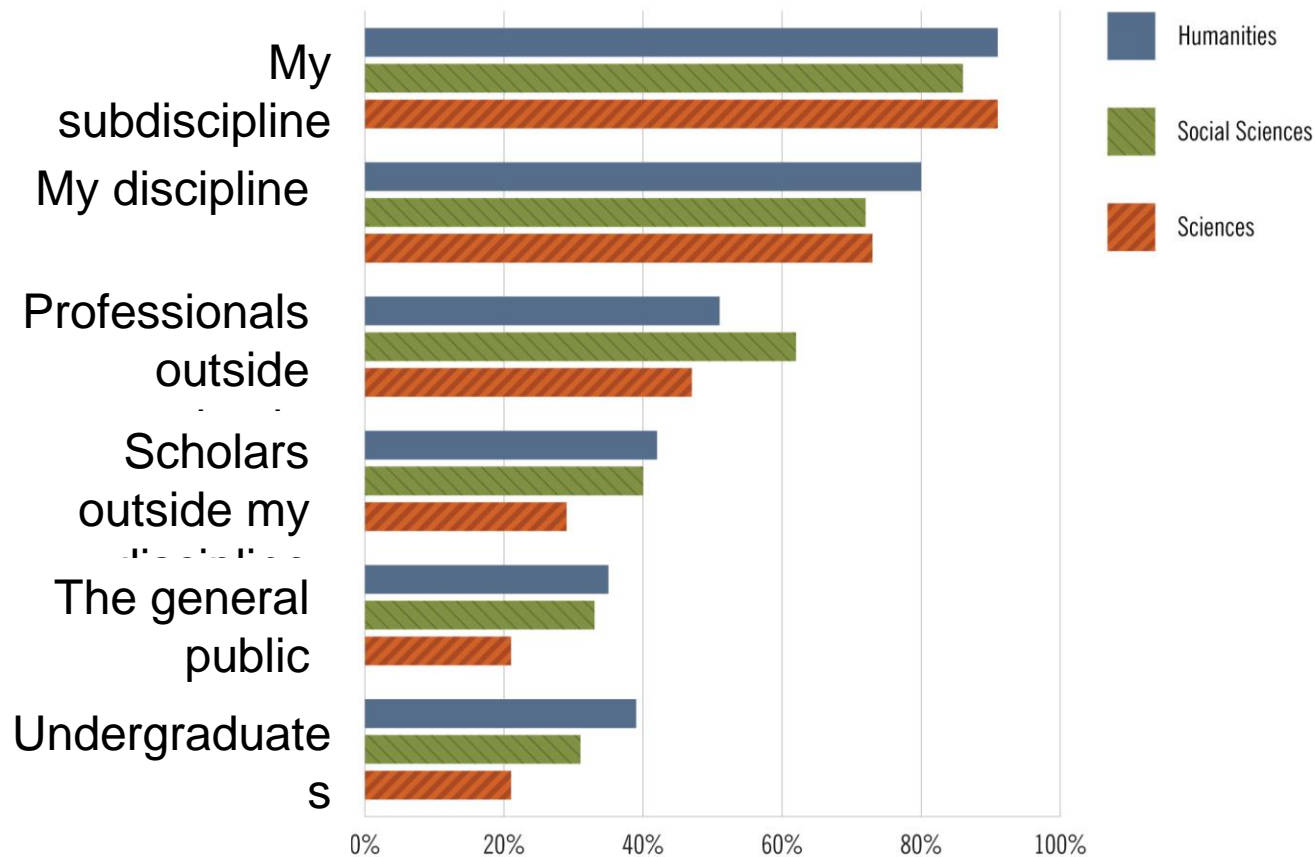
- Too often assessment is conducted but not acted upon
- Action must be calibrated
- Sometimes there are clear directions forward
- In other cases, patterns may suggest areas where additional study or outreach is needed

Dissemination

“How important is it to you that your research reaches each of the following possible **audiences**?”

- Scholars in my specific subdiscipline or field of research
- Scholars in my discipline but outside of my specific subdiscipline or field of research
- Professionals outside of academia in areas related to my research interests
- Scholars outside my discipline
- The general public beyond the scholarly and associated professional community
- Undergraduate students

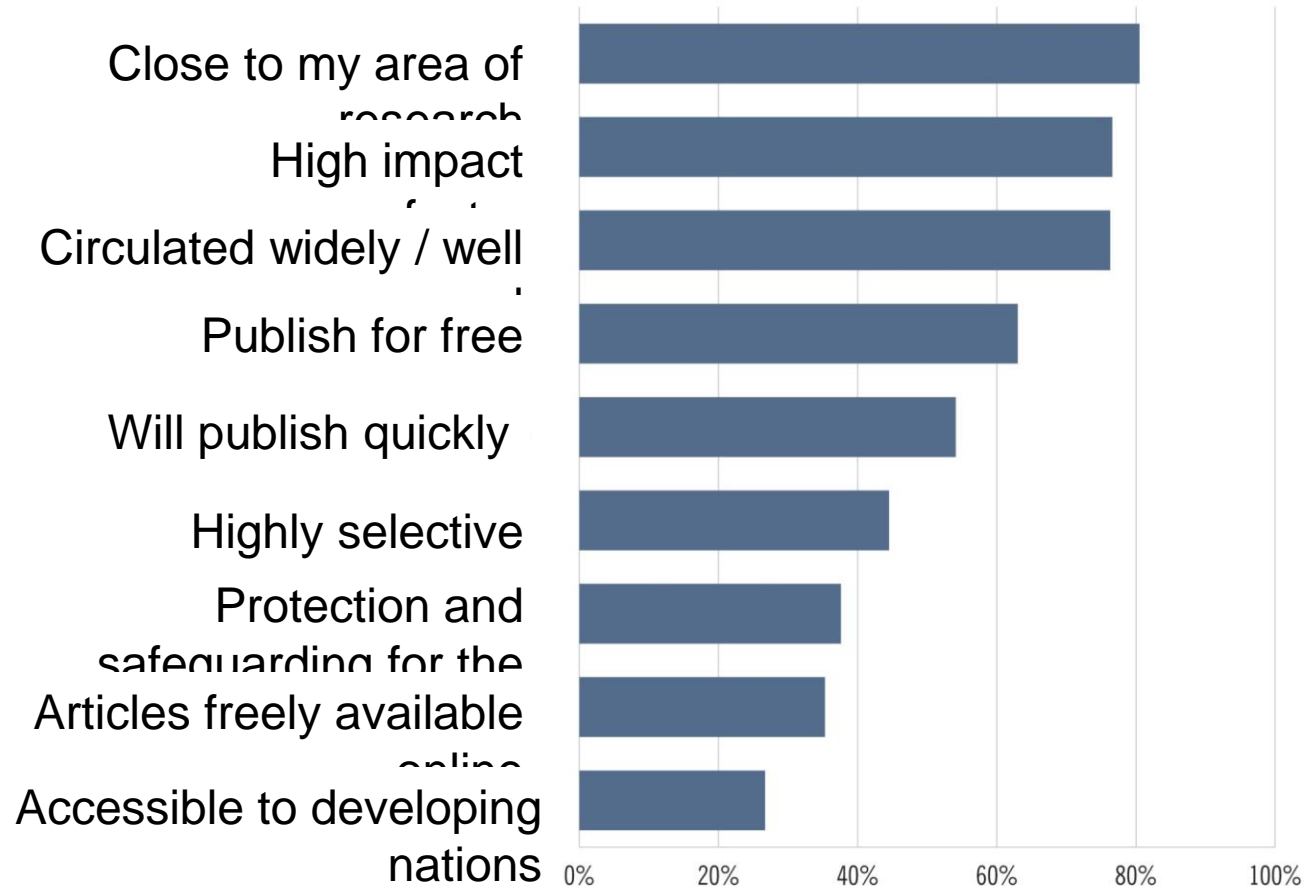
Audiences for your research



“When it comes to influencing **your decisions about journals** in which to publish an article of yours, how important to you is each of the following characteristics?”

- The journal’s area of coverage is **close to my immediate area of research**
- The journal has a **high impact factor**
- The current issues of the journal are **circulated widely**, and are **well read** by scholars in your field
- The journal permits scholars to **publish for free**
- If accepted, the journal **will publish my article quickly**
- The journal is **highly selective**
- Measures have been taken to ensure the **protection and safeguarding of content for the long term**
- The journal makes its **articles freely available online**
- The journal is **accessible to developing nations**

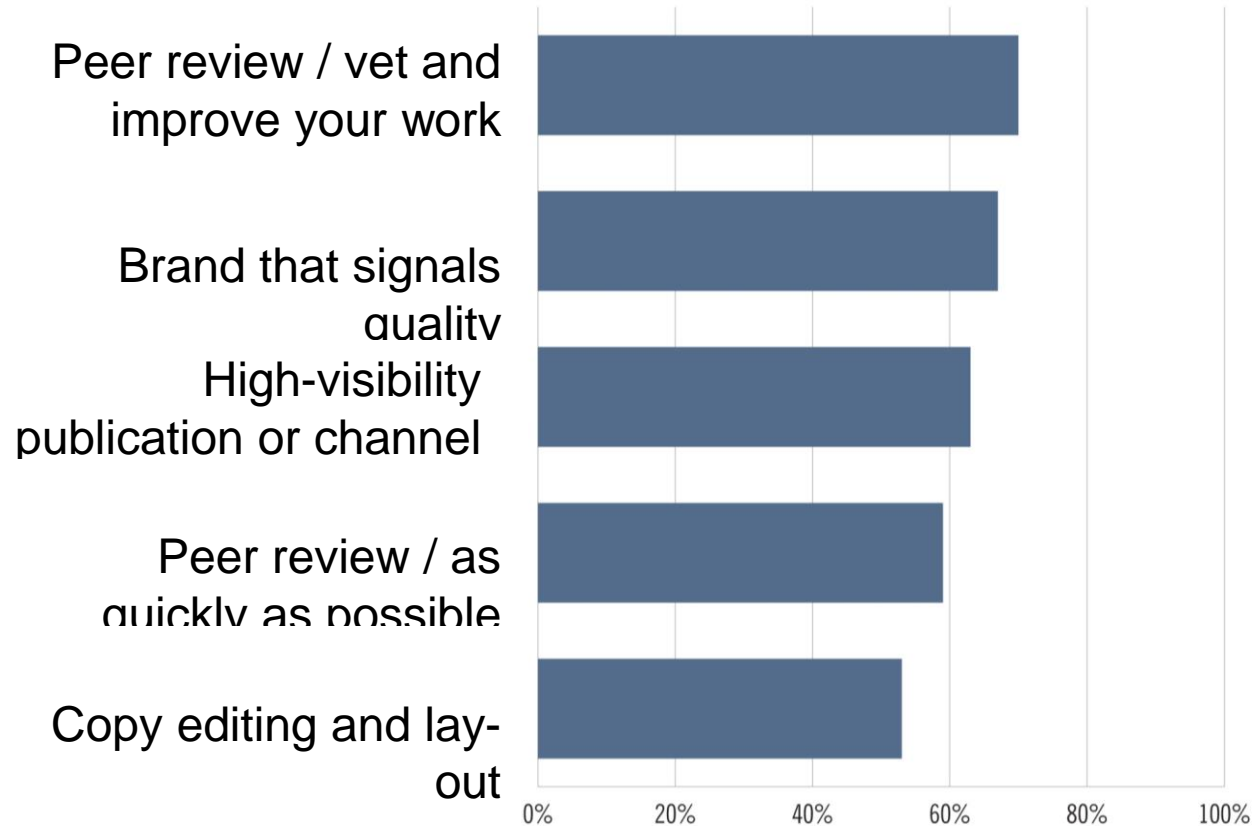
Selecting a journal for your article



“Thinking back to the last scholarly article or monograph that you published, **how valuable to you were the activities performed by your publisher** in each of the following aspects of this process?”

- Managing the **peer review** process to provide high-quality feedback **to vet and improve your work**
- Associating your work with a **reputable brand** that signals its quality
- Placing your article in a **high-visibility publication** or channel
- Managing the **peer review** process to ensure your scholarship is released **as quickly as possible**
- Providing professional **copy-editing and lay-out** of your work

Importance of publisher activities

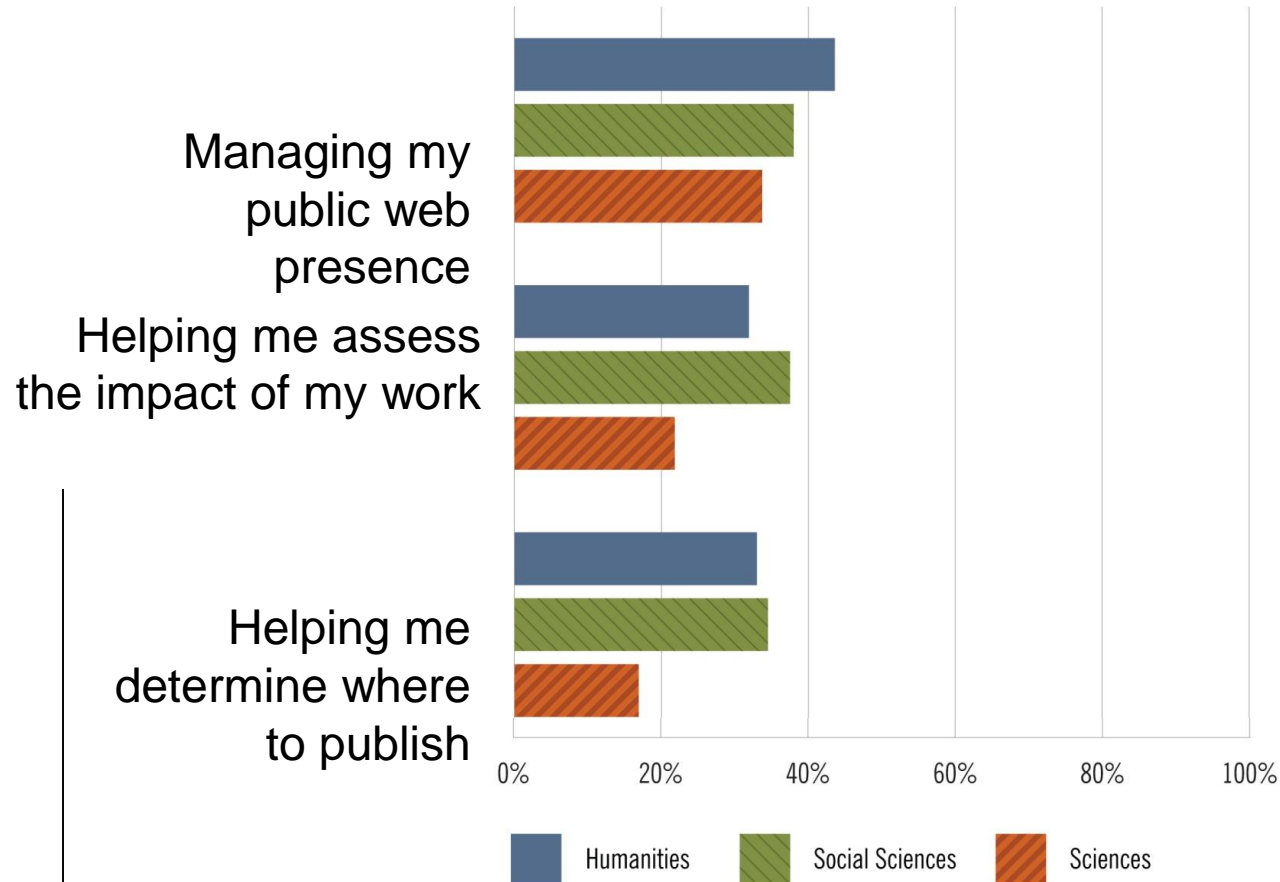


“How valuable do you find support from your college or university library, scholarly society, university press, or another service provider for each of the following aspects of the **publication process**, or how valuable would you find it if this support was offered to you?”

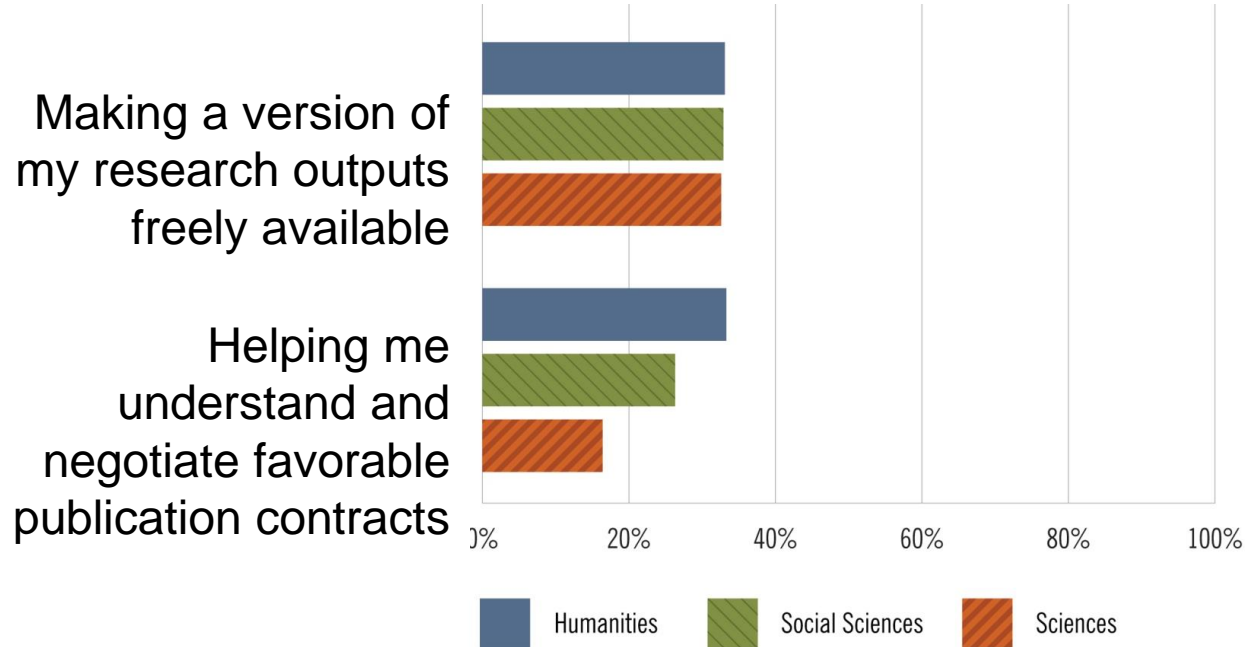
- **Managing a public webpage for me** that lists links to my recent scholarly outputs, provides information on my areas of research and teaching, and provides contact information for me
- **Helping me to assess the impact of my work** following its publication
- **Helping me determine where to publish** a given work to maximize its impact
- **Making a version of my research outputs freely available** online in addition to the formally published version
- Helping me understand and negotiate **favorable publication contracts**



Publishing support activities



Publishing support activities



METHODOLOGY AND DEMOGRAPHICS

METHODOLOGY

Collaboration

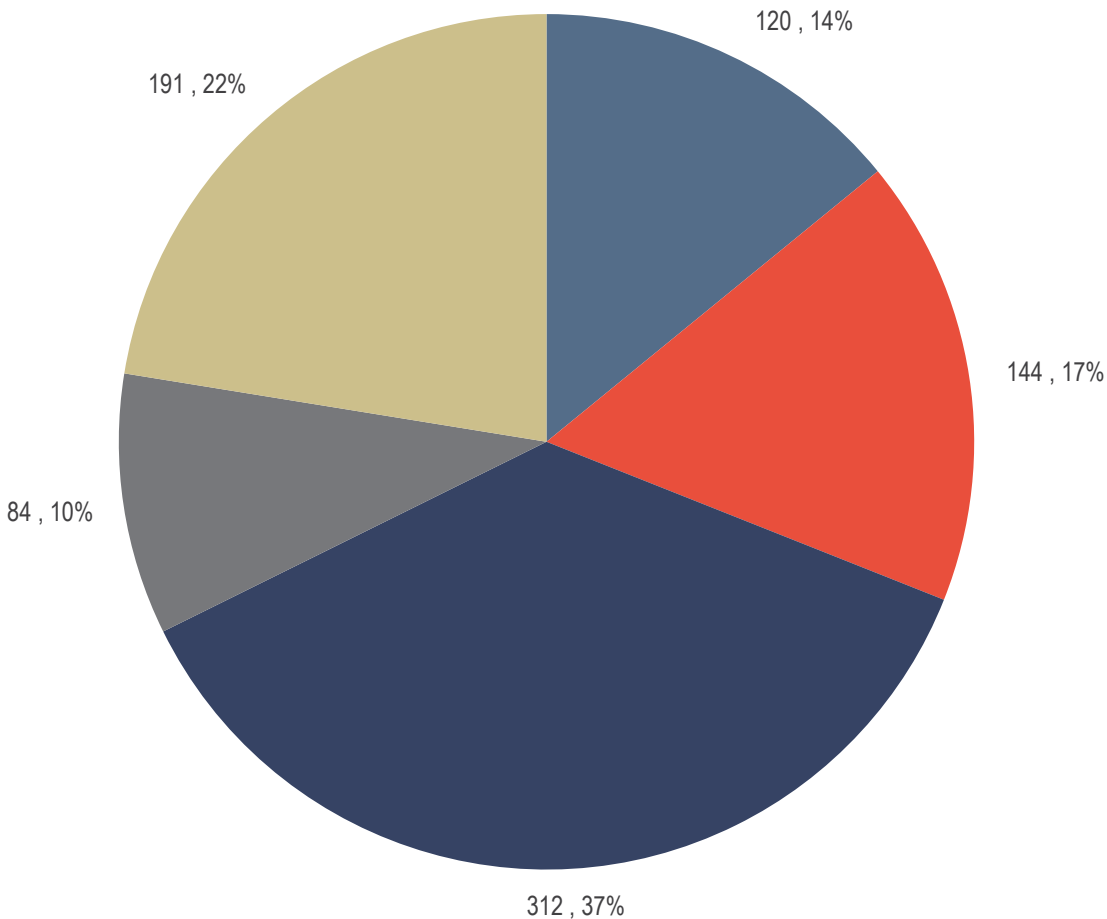
- » Surveyed faculty members in parallel in the spring
- » Response rates varied from 27-29% for all three schools

Interpreting results

1. Questions from the Ithaca S+R US Faculty Survey 2012: peer comparisons from Carnegie class: research university - very high research activity (R1)
2. On a 10-point scale, selections of 8,9, and 10 are considered “strong”

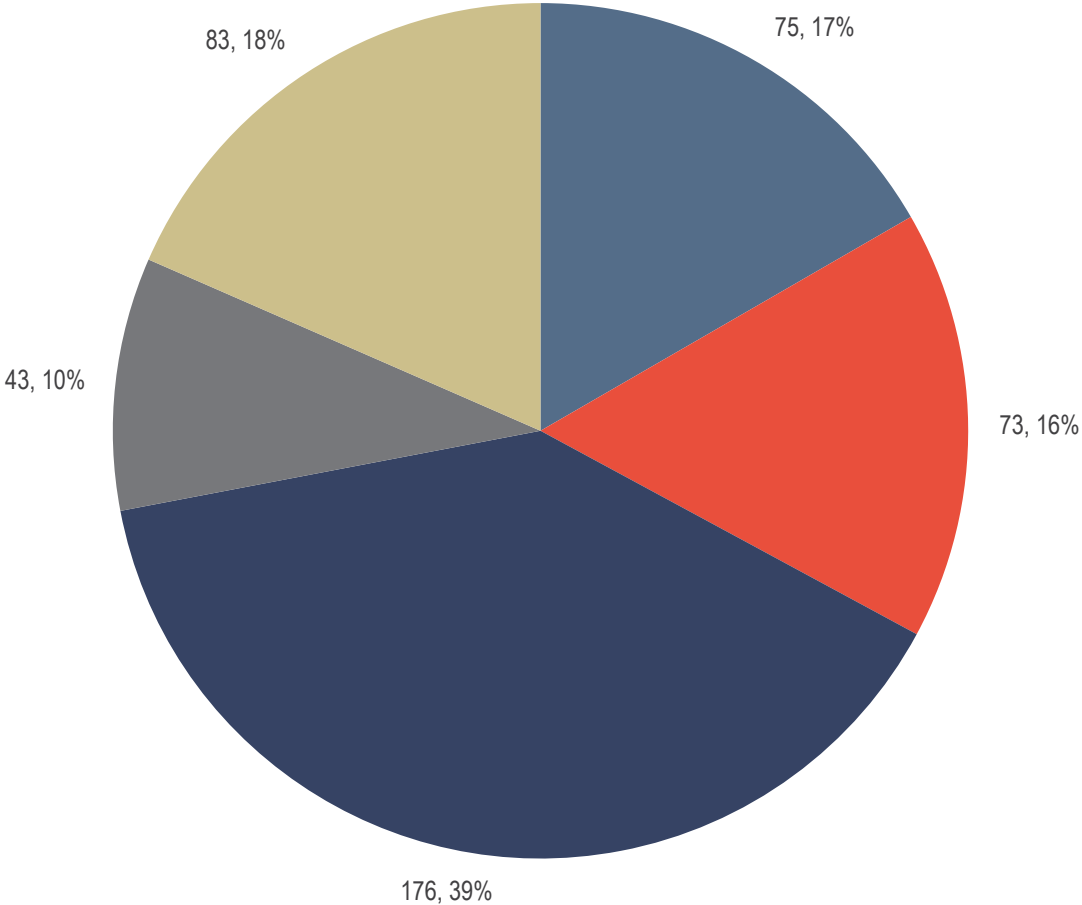
University of Iowa

- Much more as a researcher than as a teacher
- Somewhat more as a researcher than as a teacher
- About equally as a researcher and a teacher
- Somewhat more as a teacher than as a researcher
- Much more as a teacher than as a researcher



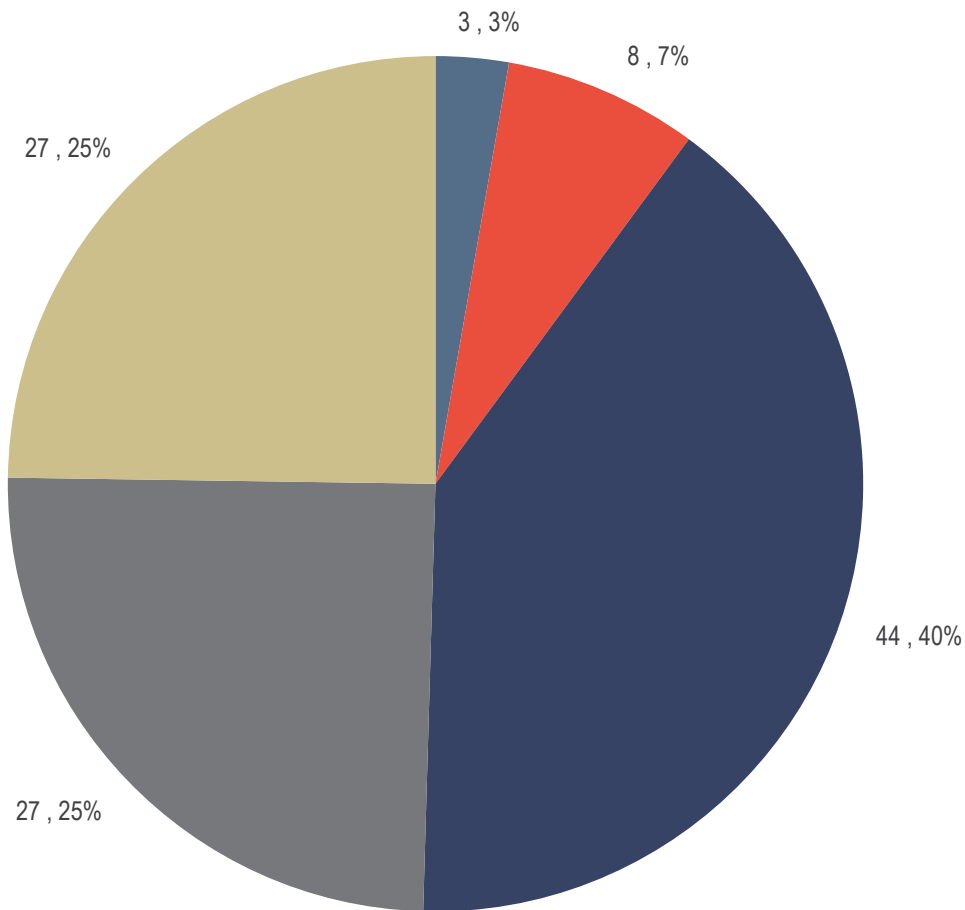
Iowa State

-
- Much more as a researcher than as a teacher
 - Somewhat more as a researcher than as a teacher
 - About equally as a researcher and a teacher
 - Somewhat more as a teacher than as a researcher
 - Much more as a teacher than as a researcher



UNI

-
- Much more as a researcher than as a teacher
 - Somewhat more as a researcher than as a teacher
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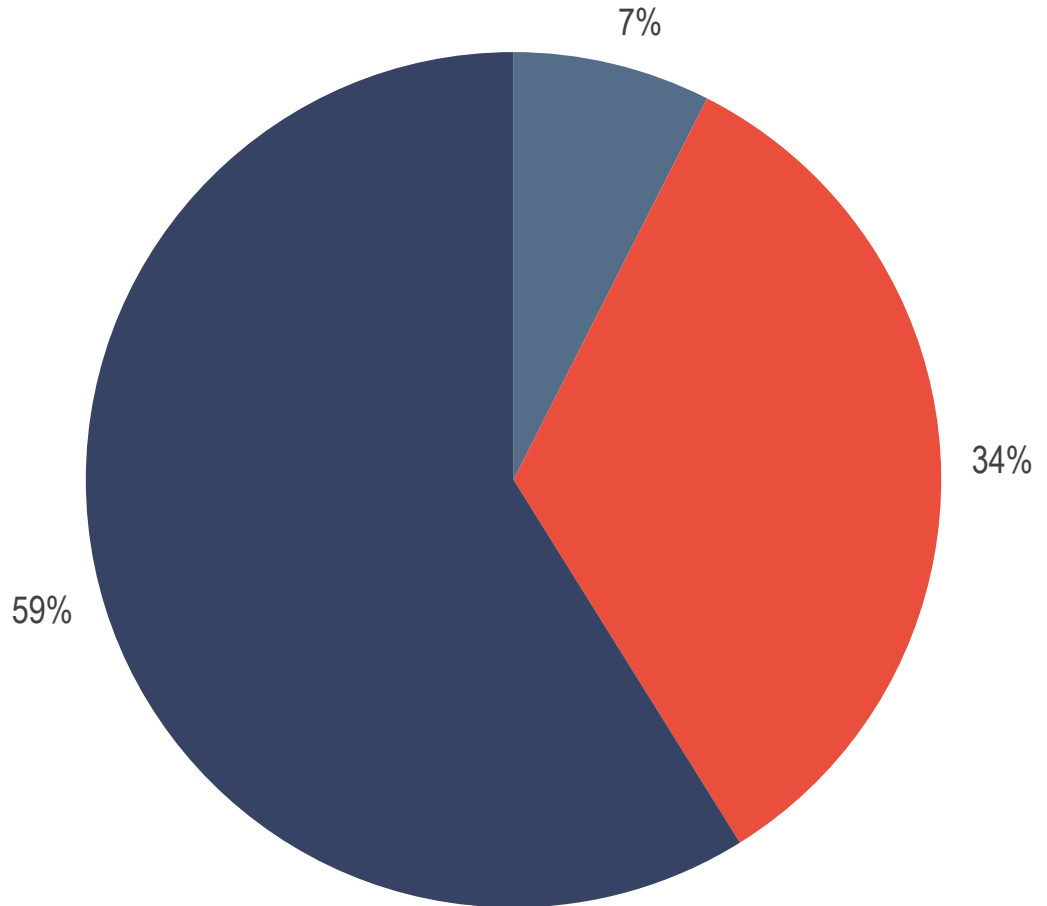
SCHOLARLY COMMUNICATION

“How would you rate your personal understanding of your institution’s policy or stance on publishing journal articles via a freely available repository?” UNI

Response scale:

6 point scale, 6 = “Have a very good understanding” and 1 = “Do not understand at all”; Percent of respondents selecting 5 – 6, by discipline

- Very Good
- Somewhat
- Not At All

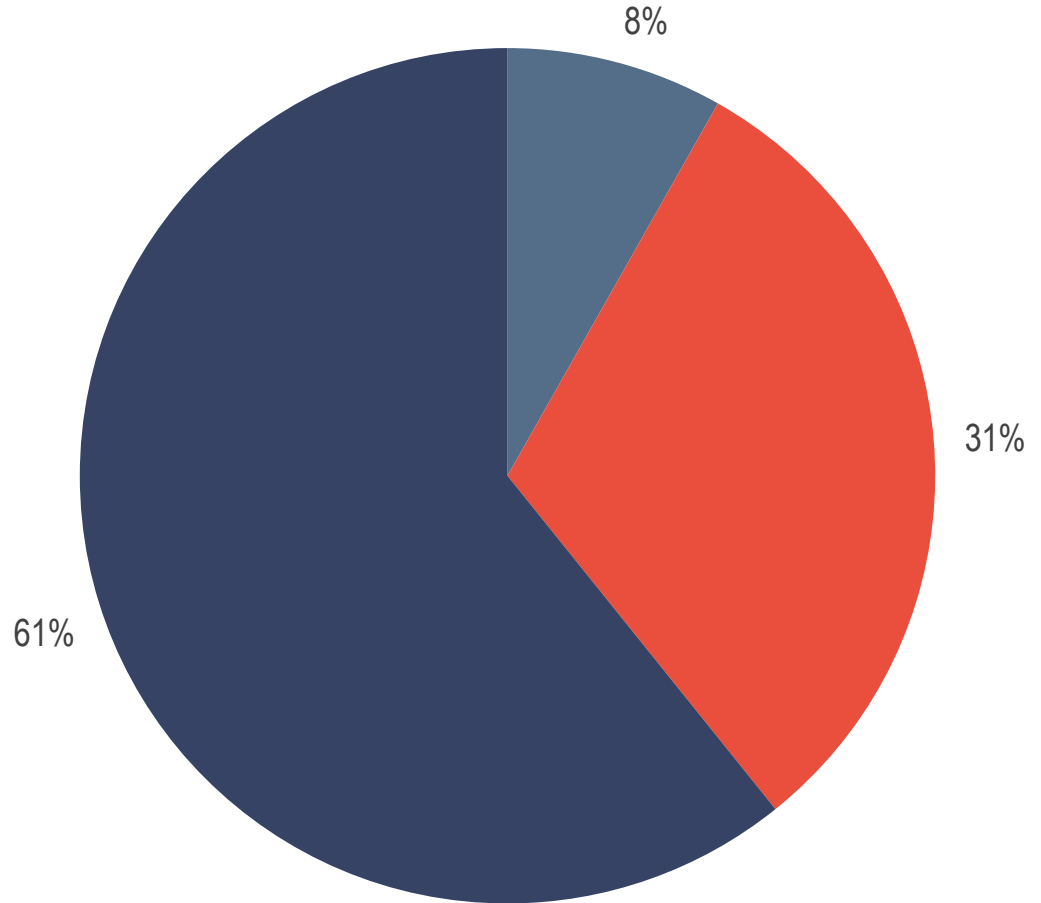


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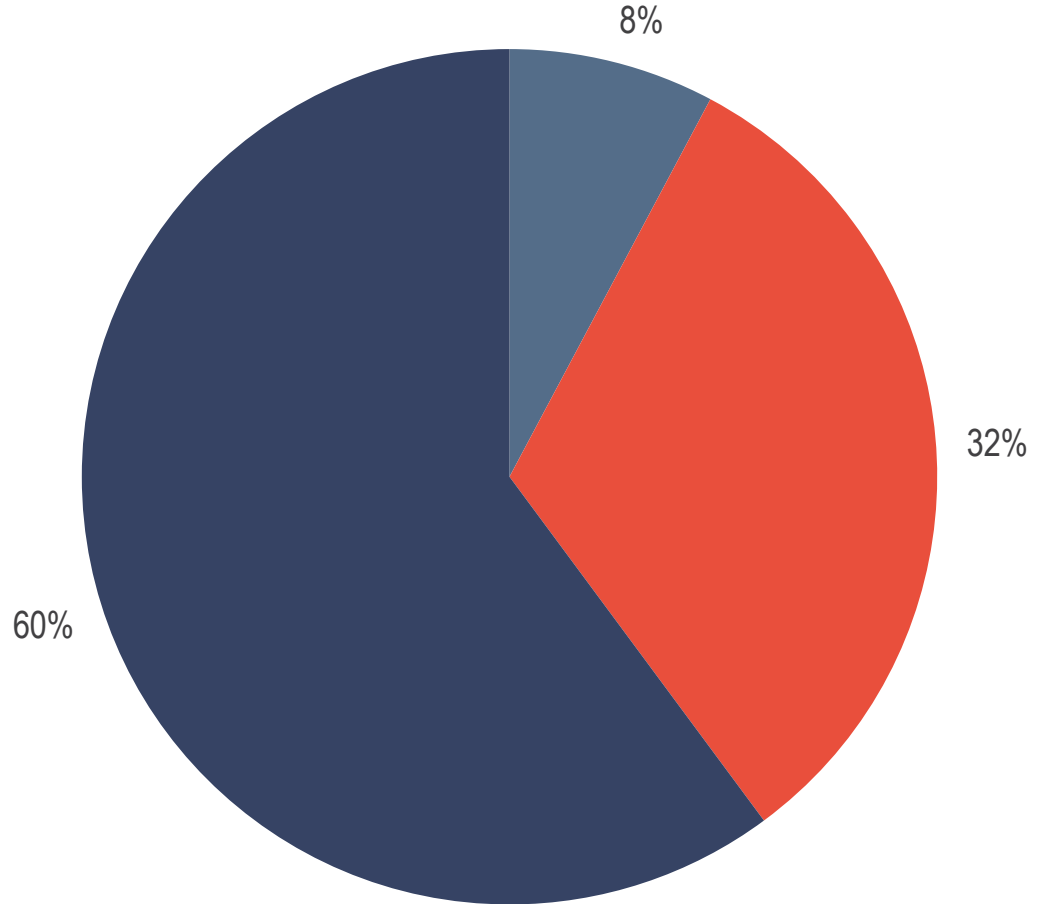


“How would you rate your personal understanding of your institution’s policy or stance on publishing journal articles via a freely available repository?” UI

Response scale:

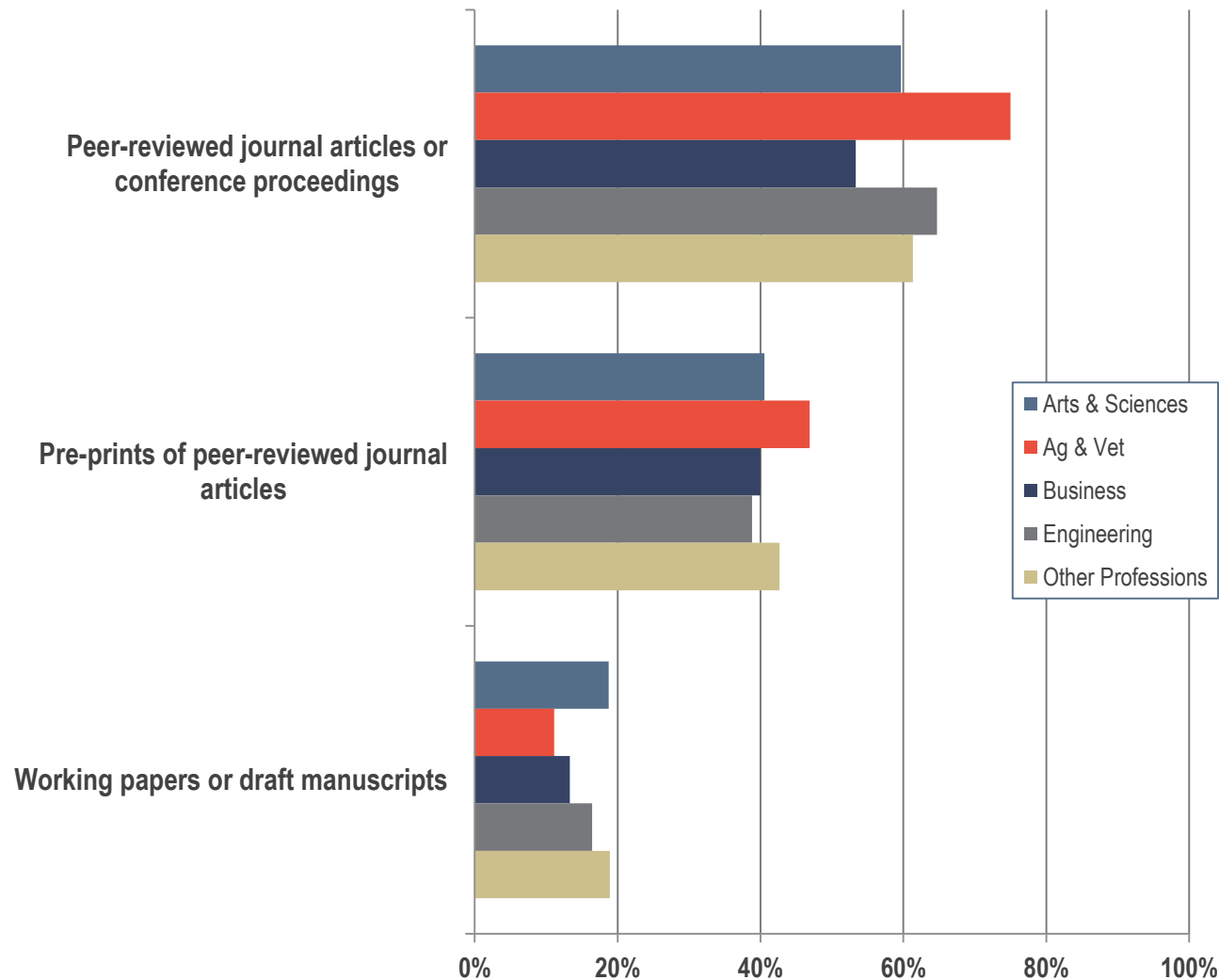
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- Somewhat
- Not At All



“To what extent do you support or oppose your institution or university system requiring that each of the following types of scholarly research outputs be made freely available online (i.e., via an open access repository or database)?” Iowa State

Response scale:
6 point scale, 6 = “Highly support” and 1 = “Highly oppose”; Percent of respondents selecting 5-6, by discipline



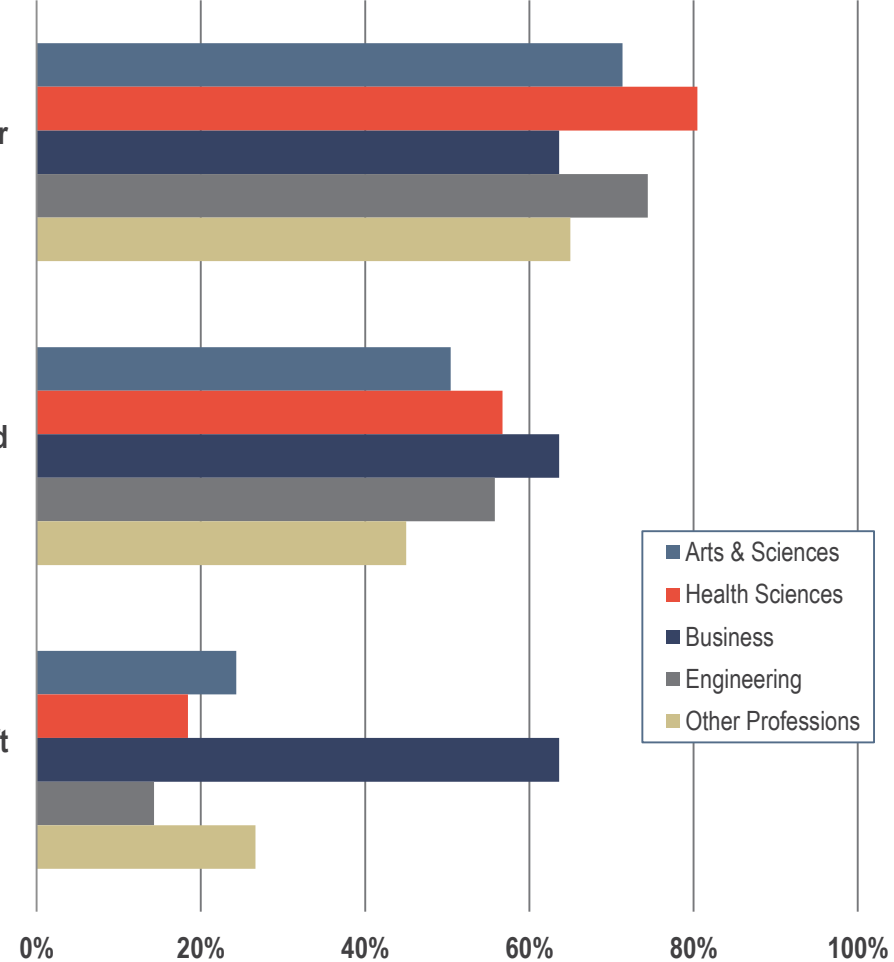
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Peer-reviewed journal articles or conference proceedings

Pre-prints of peer-reviewed journal articles

Working papers or draft manuscripts



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Peer-reviewed journal articles or conference proceedings



Pre-prints of peer-reviewed journal articles



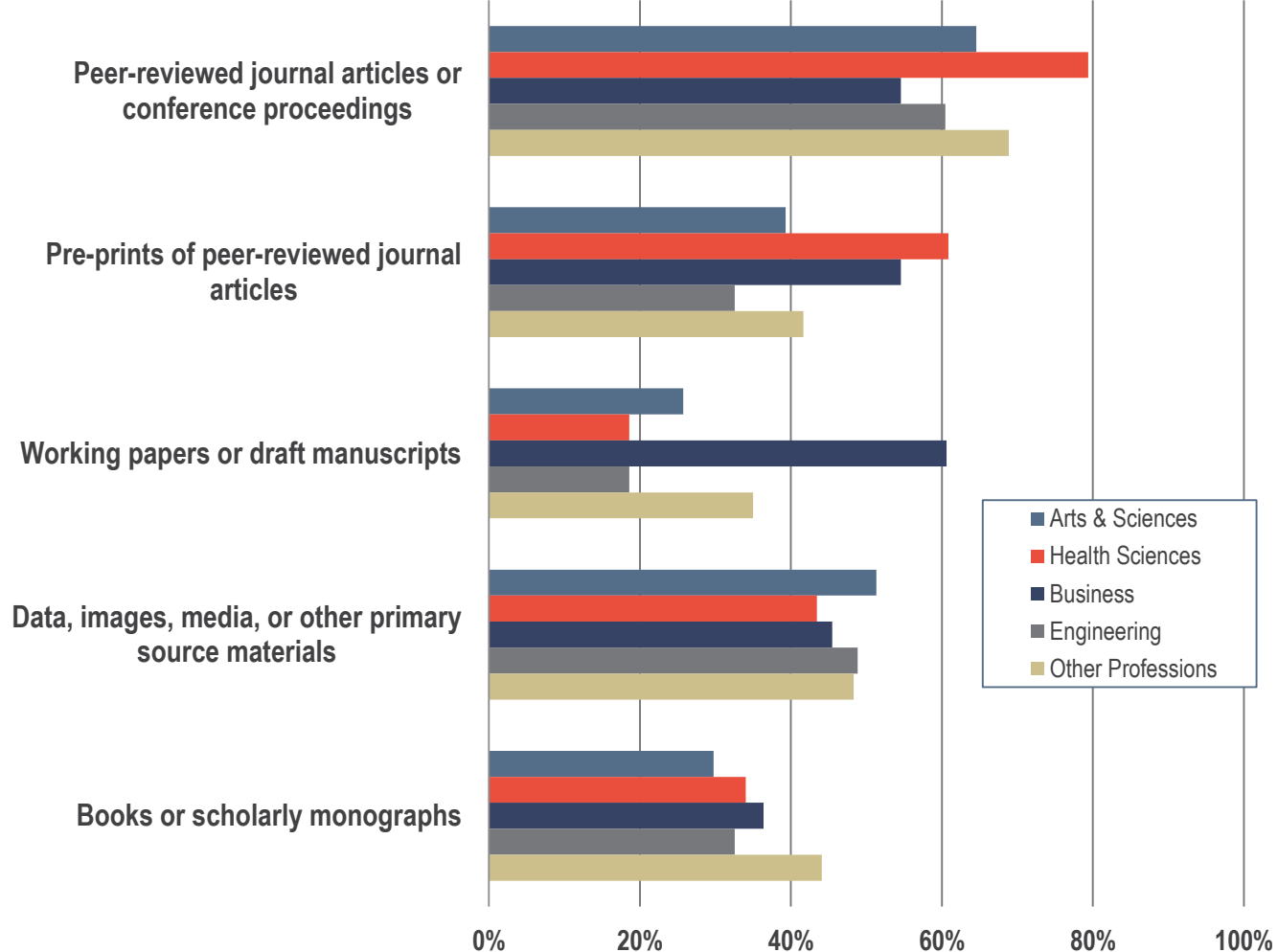
Working papers or draft manuscripts



0% 20% 40% 60% 80% 100%

“Are any of the following types of your scholarly research available online for free (such as via your personal webpage or an open access repository)?”
UI

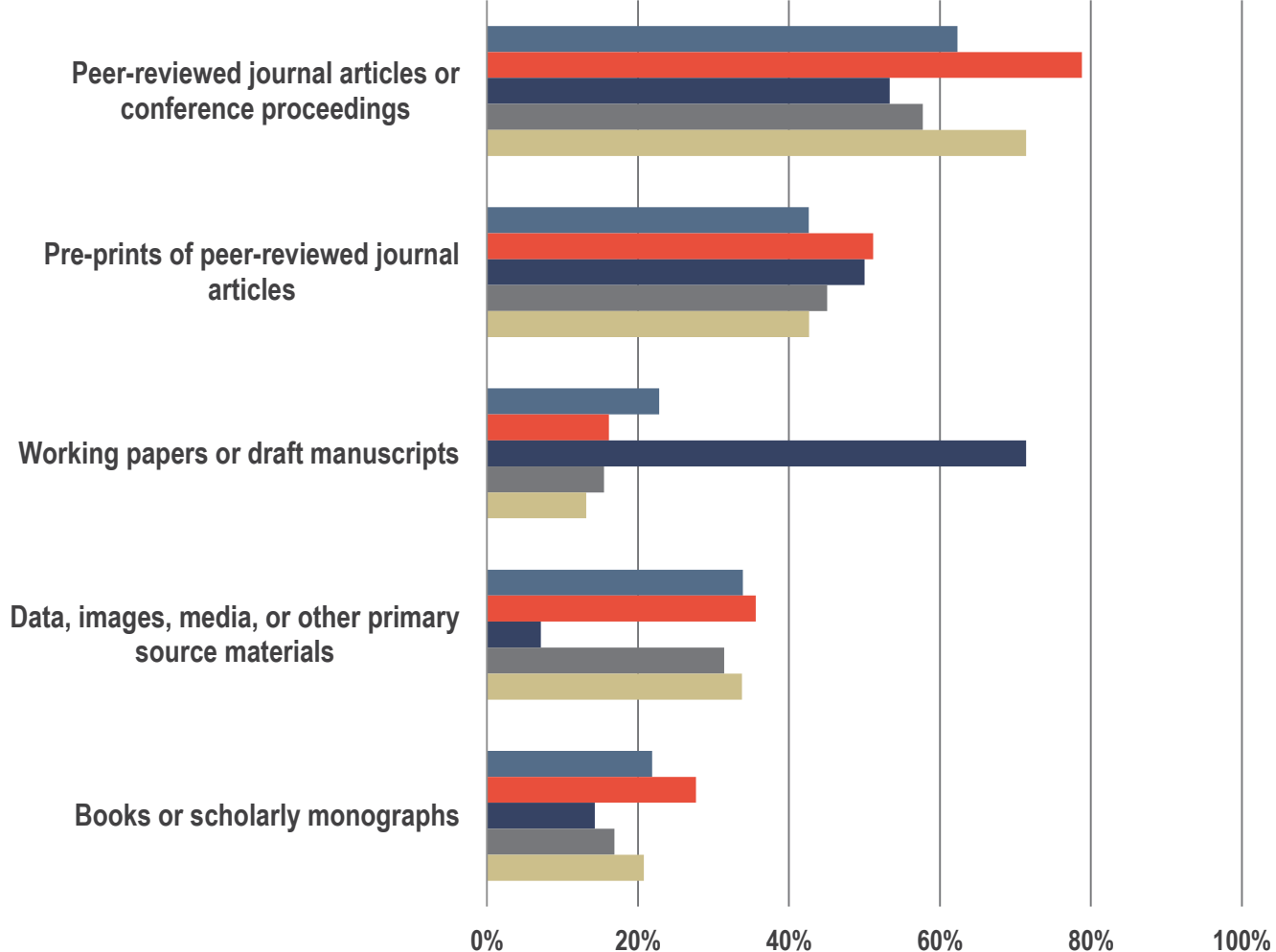
Percent of respondents selecting “yes,” by discipline



“Are any of the following types of your scholarly research available online for free (such as via your personal webpage or an open access repository)?”

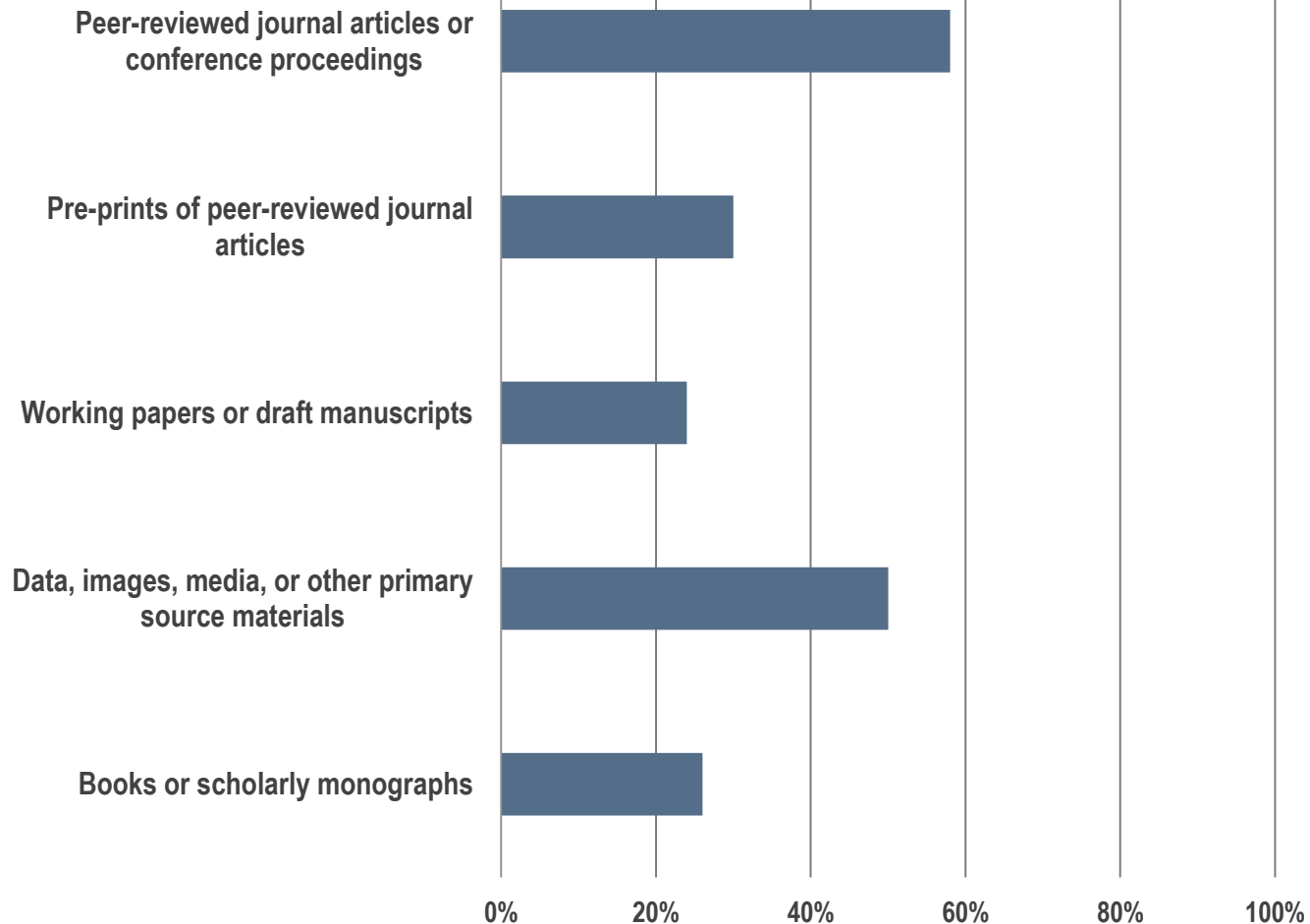
Iowa State

Percent of respondents selecting “yes,” by discipline

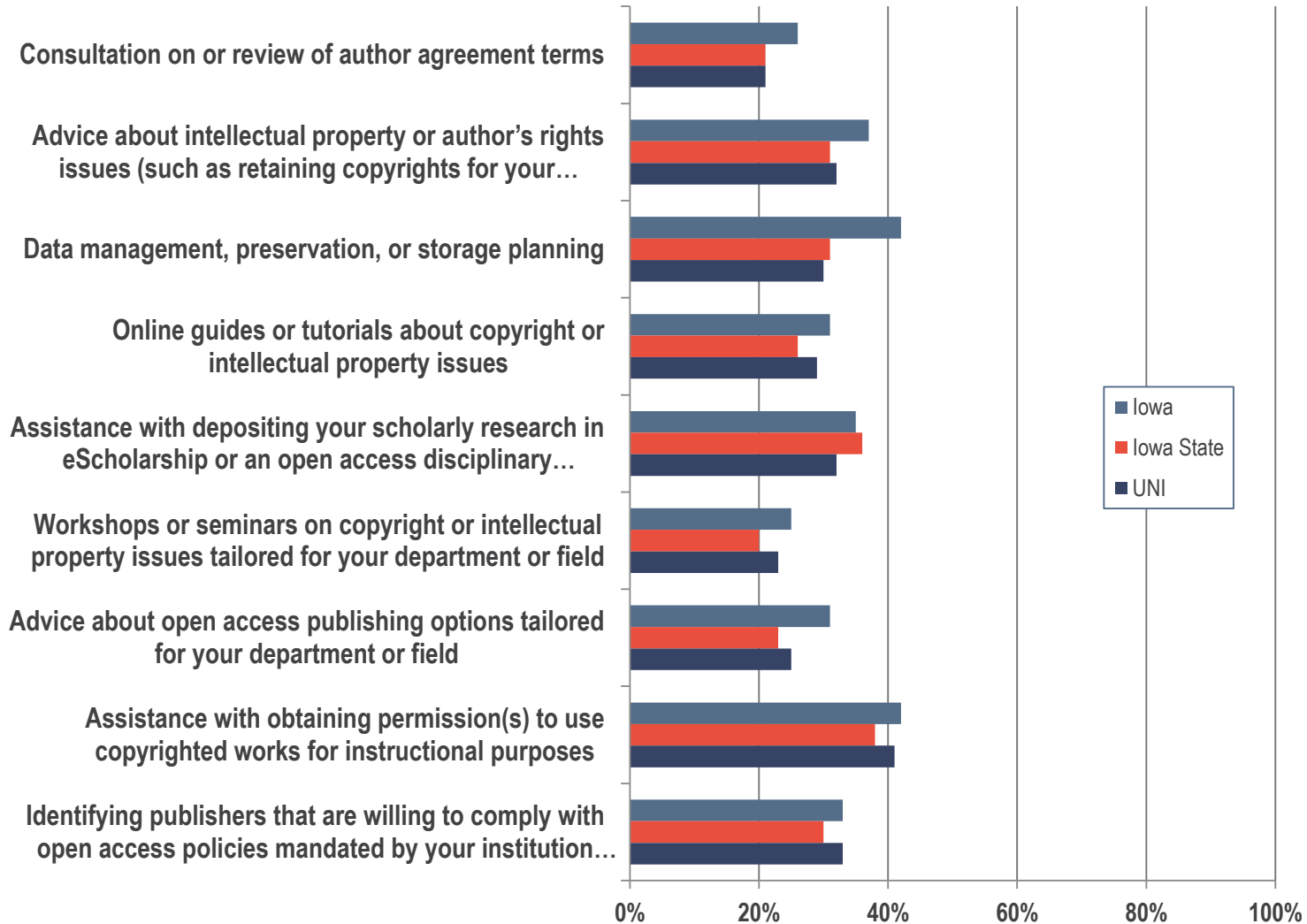


“Are any of the following types of your scholarly research available online for free (such as via your personal webpage or an open access repository)?”
UNI

Percent of respondents selecting “yes,” by discipline



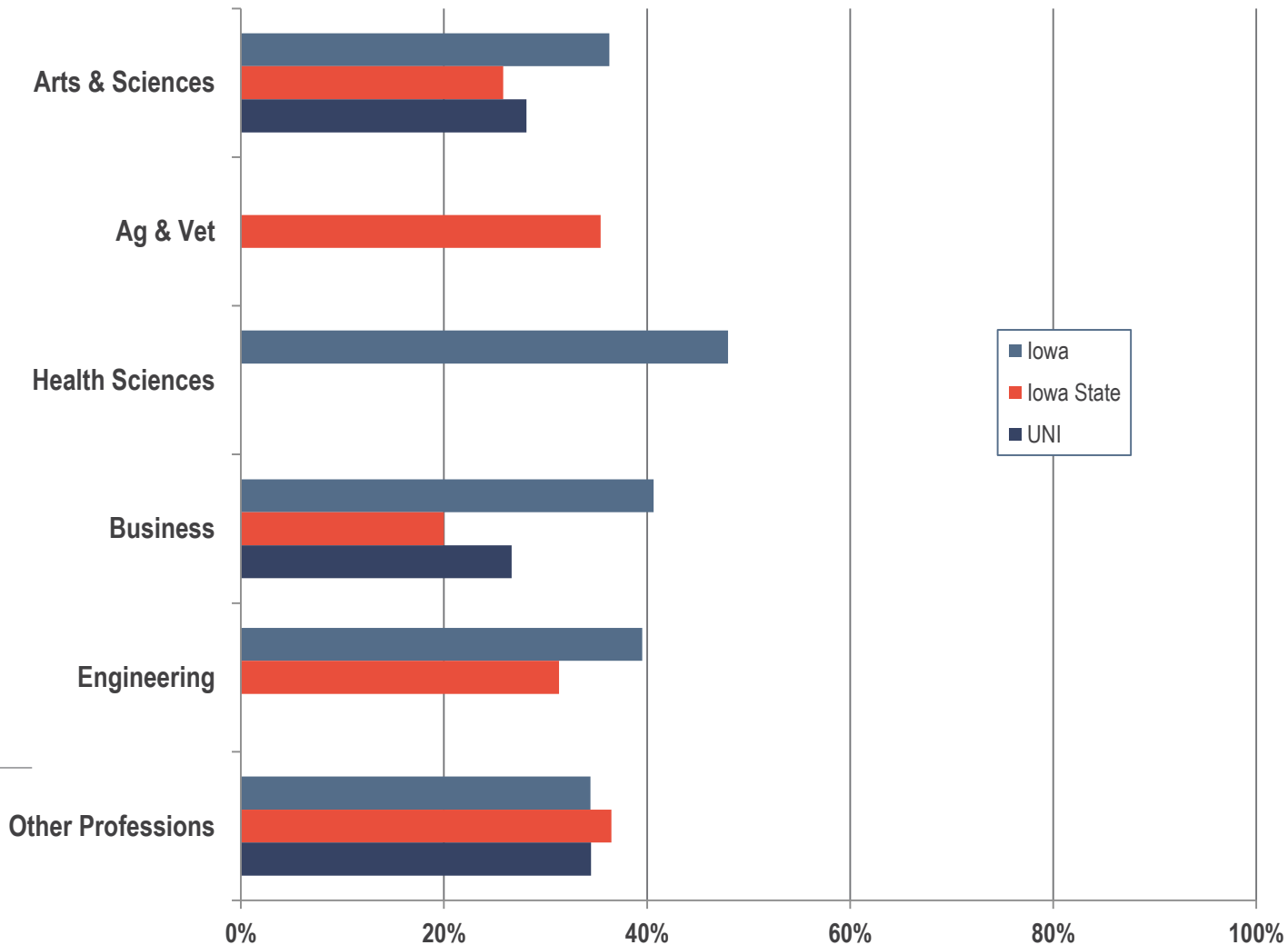
“How useful is it to you personally that your college or university provides each of the services listed below? If one or more services are not currently provided, please indicate how useful it would be to you personally if your college or university provided the service(s).”



“How useful is it to you personally that your college or university provides each of the services listed below? If one or more services are not currently provided, please indicate how useful it would be to you personally if your college or university provided the service(s).”

Data management and preservation

Percent of respondents selecting “very useful” or “somewhat useful,” by discipline



ITHAKA S+R

QUESTIONS & DISCUSSION

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Local surveys and workshops:
www.sr.ithaka.org/local-surveys

Reports and issue briefs:
www.sr.ithaka.org

